DOCUMENT RESUME

ED 273 356 PS 015 981

AUTHOR Gunarsa, Singgih D.; And Others
TITLE Cognitive Development of Children: Symposium I A.
PUB DATE [84]
NOTE 5p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Child Rearing; *Cognitive Ability; *Cognitive Development; *Cognitive Style; *Concept Formation; Foreign Countries; Preschool Children; Preschool Education; *Socioeconomic Status
IDENTIFIERS Developmental Patterns; Indonesia (Jakarta); West Germany

ABSTRACT

Abstracts of two symposium papers are provided, giving: (1) the results of a study of the effect of child-rearing practices on the cognitive development of children under 5 years of age in Jakarta; and (2) the results of an investigation of West German preschool children's preferences and abilities in relation to conceptual styles. Comparing 100 mothers of high socioeconomic status to 100 of low socioeconomic status, the first study (by Singgih D. Gunarsa of the University of Indonesia) found that children of high SES had better facilities, a more stimulating environment, and more varied life experiences. They also began to speak earlier than low SES children. The second study (by Matthias Petzold of the University of Dusseldorf, West Germany) found a distinction between children's preferences and components of competence and confirmed the assumption that cognitive competence influences children's preferences. A redefined analysis of the preference components suggested that there are no stable cogntive styles in childhood. The full papers are available from the editors of the conference. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Symposium I

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED273356

SYMPOSIUM I A : Cognitive Development of Children

CHAIRPERSON — *Associate Professor Leong Yin Ching*

RAPPORTEUR — *Mrs. Mogana Dhamotharan*

PS 015981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Chiam Heng Keng
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Patterns of Cognitive Development : Children of Under Five in Jakarta**

Singgih D. Gunarsa

Studies have shown that apart from internal factors of heredity and maturation, external factors such as parental care, education, nutrition and training affect the cognitive development of children. Consequently, child-rearing practices may have a significant effect on the child's cognitive development. This study aims at investigating the effect of child-rearing practices on the cognitive development of children under five years of age.

A questionnaire designed to investigate this problem consists of 71 questions which can be classified into 4 main categories:

(1) Parents' efforts which are intentionally directed towards developing the child's cognition through verbal communication, toys, books and magazines, radio, television, video and cassette;
(2) Well-planned activities conducted by parents;
(3) Incidental activities; and
(4) Factors which indirectly affect cognitive development.

The sample consists of 100 mothers of high socioeconomic status (Group A), 100 of low socioeconomic status (Group B) and 25 of high socioeconomic status who are used as control (Group C). These subjects are selected by systematic random sampling. Questionnaires are presented to the mothers of children of below five years in the form or personal interviews.

** In the Proceedings, titles of papers marked with double astericks indicate that the published versions are abstracts. The full papers are available from the editors.

The following are some of the more interesting findings:

(1) In all the groups, mothers train children to speak while fathers have a secondary role.
(2) About 95% of the children in the high socioeconomic status (Group A) are provided with toys before they are twelve months old while only 67% of the low SES groups (Group B) are provided with such facilities.
(3) Group A emphasises the educative aspect when choosing toys for the children while Group B tends to choose toys which are interesting.
(4) About 59% of Group A are given books by the time they are 24 months old while only 19.7% of Group B have such facilities.
(5) Parents of Group A children select books to increase intelligence (86.6%) while only 33.3% of Group B select books for this purpose.
(6) In Group B, the family programme usually involves visits to relatives but the activities of Group A children are more varied and consist of swimming, going out of the cities, dining at restaurants, going to book shops and the zoo.

The data show that children from the high socioeconomic status have better facilities, a more stimulating environment and varied life experiences. Consequently, it is not surprising that children in Group A speak earlier than those in Group B.

Preferences and Abilities in Children's Conceptual Styles: Results of A German Researcher Project on Concept Attainment**

Mathias Petzold, Horst Hickel and Jürgen Vetter

Our research project was carried out in three stages: the first stage aimed at getting a detailed description of preschool children's conceptual matching behaviour; at the second stage, the relationships between intellectual cognitive abilities and forms of matching behaviour were investigated; and at the third stage, developmental trends of cognitive styles were determined.

In the first stage, the Analysic Contextual Matching Test (ACMT) was administered to 333 preschool children. Two styles, Formal and Thematic matching were found among the Ss.

The results did not yield substantial correlations between stylistic preferences and cognitive competence. However, a cluster analysis on the basis of the cognitive variables made it possible to describe six types of preschool children's matching behaviours with the clearly differentiated pattern of cognitive abilities. However, a clear answer of the association of matching preferences and cognitive competences could not be given.

In the third stage, children from the first and third year of primary school were also included to enable developmental trends of cognitive styles to be studied. Analysis of the data revealed a significant age trend with an increase Flexible Type of matching behaviour with age while the other two dimensions (Thematic and Formal) decreased with age.

A detailed analysis of the data of the three matching tests revealed a distinction between preference and competence components. The results confirmed the assumption that cognitive competence influences the child's preferences. In a redefined analysis of the preference components, personality related stable preferences were not confirmed. This suggests that there are no stable cognitive styles in childhood but further research is necessary to test this hypothesis..